

St JOSEPH'S COLLEGE

**division of
general studies
1982-83 catalogue**

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Notwithstanding anything contained in this catalogue, the College administration expressly reserves the right, where it deems advisable,

1. to change or modify its schedule of tuition and fees, and
2. to withdraw, cancel, reschedule or modify any course, program of study or degree, or any requirement in connection with any of the foregoing.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap or marital status in its educational programs, admissions policies, employment policies, financial aid or other school administered programs. This policy is implemented in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

THE COLLEGE

AIMS OF ST. JOSEPH'S COLLEGE

St. Joseph's College, as an independent, liberal arts, coeducational college, seeks to create a free atmosphere in which students and faculty together can investigate the major areas of human knowledge as the bases for a more effective participation in the contemporary world.

The College attempts to realize this general philosophy by attaining a number of specific objectives. Among these are the following:

- to affirm the dignity, freedom, and ultimate value of the human person.

- to provide an atmosphere for open dialogue, individual attention, innovative teaching, and creative experimentation.

- to inspire in students a spirit of inquiry and the joy of learning as an ongoing part of their lives.

- to prepare students for their life work by providing the necessary professional and preprofessional training.

- to provide effective academic programs to adults with diversified professional or educational backgrounds.

- to educate students to an awareness of personal responsibility for an intelligent and critical participation in the local and world-wide community.

- to utilize institutional resources effectively through cooperative ventures with other institutions of higher learning in the metropolitan and regional areas.

HISTORY

Chartered by the Regents of the University of the State of New York on February 24, 1916, St. Joseph's College for Women, as it was then known, held its first classes at 286 Washington Avenue, located in the Clinton Hill section of Brooklyn. Two years later, having outgrown its original facility, the College moved to its present site at 245 Clinton Avenue. In recognition of its evident success, stability and soundness of program, the Regents granted St. Joseph's College an absolute Charter in 1929. Reverend William T. Dillon, J.D., Professor of Philosophy, Dean of the College, and later its President, guided its growth during the significant years that followed. The College was accredited in 1928 by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Maintaining high standards of academic excellence, professional competence and a notable spirit of community service, the College drew increasing numbers of young women. Having pioneered in the study of Child Development, St. Joseph's opened a laboratory pre-school in 1934.

Sister Vincent Therese Tuohy assumed the presidency in 1956. Under her leadership, the long term development program for the College was concretized in the erection of two facilities. McEntegart Hall, a multi-functional building housing the library and classrooms, was opened in 1965; the Dillon Child Study Center followed in 1968.

Sister George Aquin O'Connor was elected President and assumed responsibility on July 1, 1970. A Charter amendment changed the name to St. Joseph's College, New York and enabled the College to admit the first men students to full matriculation. On February 2, 1971, St. Joseph's College inaugurated an extension program in the collegiate center formerly known as Brentwood College, and moved to develop a degree program in Brentwood oriented to the third and fourth years of college. This Upper Division baccalaureate program opened in September, 1972, and the Board of Regents of the State of New York authorized St. Joseph's College to join C.W. Post Center, L.I.U., in a Coordinate Campus program, the first such pattern adopted in the State. In 1976 on petition of the Trustees, this Suffolk County operation was authorized by the Regents to operate as a branch campus of St. Joseph's College. In 1978 St. Joseph's College expanded its operation at the Suffolk Branch Campus to a full four-year program, and in 1979 moved to a new twenty-five acre lake-side campus in Patchogue.

A continuing education program, which during many years had provided courses for adults on a non-matriculated basis, in the early 1970's developed a more clearly defined program for non-traditional and/or career oriented adults interested in earning a degree. In April 1974, the College registered with the New York State Education Department the Bachelor of Science in General Studies. This program and additional programs designed for adult professionals are administered by the Division of General Studies, with courses offered in Brooklyn, at the Suffolk Branch, and at the extension sites.

LOCATION

The main campus is located in the residential Clinton Hill section of Brooklyn. St. Joseph's College, an urban college with a campus, offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island. This convenient location brings students from every part of the Greater New York Metropolitan area to the College each day, where they enjoy the freedom of campus life while profiting from the many cultural advantages of New York City. Within the space of one half hour, the students leaving St. Joseph's College may find themselves in the Metropolitan Museum of Art, the 42nd Street Library, Carnegie Hall and Lincoln Center, the Broadway theatre district, Madison Square Garden, or Shea Stadium.

The College itself stands in the center of one of the nation's most diversified academic communities, consisting of six colleges and universities within a two-mile radius of each other. As a member of the Brooklyn Educational and Cultural Alliance, which links these communities, St. Joseph's College offers its students easy access to the other colleges and such cultural facilities as the Brooklyn Academy of Music, the Brooklyn Public Library, and the Brooklyn Museum.

The Suffolk Campus of St. Joseph's College is located in Patchogue on Roe Boulevard. It is bounded on the north by Sunrise Highway and on the west by Waverly Avenue. It is easily accessible from the south shore locations via Southern State, Sunrise Highway, and from central and northern Long Island via Veterans Highway, Patchogue-Holbrook Road, Nichols Road or Route 112.

In addition to the Brooklyn and Suffolk campuses, the College has extension sites located in Manhattan, Nassau, and Suffolk. These have been established to make a portion of students' coursework available in convenient locations. More information on these can be obtained by consulting the schedule of courses prepared prior to each semester.

ACCREDITATION AND MEMBERSHIPS

Accreditation

The College is accredited by the following:

- Commission on Higher Education, Middle States Association of Colleges and Schools
- University of the State of New York, State Education Department

Membership

The College is a member of the following:

- American Council on Education
- Association of American Colleges
- Association of Colleges and Universities of the State of New York

Brooklyn Educational and Cultural Alliance
College Entrance Examination Board
Commission on Independent Colleges and Universities, State of
New York
Long Island Regional Advisory Council on Higher Education
National Association of Independent Colleges and Universities
National Catholic Educational Association

ACADEMIC CALENDAR

Classes for the academic year 1982-83 will begin on September 8. To accommodate the needs of the adult population, courses are scheduled in varying patterns—days, evenings, and weekends—including fourteen-week weekday sessions, and six-week and twelve-week Saturday sessions. These are available for Fall and Spring semesters, with a variation of the pattern during the Summer. Students should consult the schedule of classes each semester for specific class meeting times and dates.

ADMISSIONS AND FINANCES

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, sex, national and ethnic origin, age, handicap or marital status in its educational programs, admissions policies, employment policies, financial aid or other school administered programs. This policy is implemented in compliance with Title IX of the Educational Amendments of 1972, Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

ADMISSION REQUIREMENTS

An applicant wishing to pursue a degree within the Division of General Studies must be an adult with a high school diploma or its equivalent and be deemed capable of completing the requirements for the degree. Additional requirements for majors or modules are indicated in the ***Curricular Offerings*** section of this catalogue.

APPLICATION PROCEDURE

The application procedure begins when the applicant submits evidence of the high school diploma or equivalent and meets with a Division admissions counselor at either the Brooklyn or Suffolk Campus. During this meeting, the applicant will discuss the program with the counselor and complete an application form.

As part of the admissions procedure, the applicant will complete a brief writing exercise at the College and have it evaluated by a writing instructor. Based on the applicant's prior training and experience, the applicant's writing ability, and the admissions interview, the counselor will make the decision regarding admittance to a degree program. The counselor will also plan a program suitable to the educational needs and goals of the applicant.

An applicant may be provisionally accepted pending receipt of official records of prior education. Such a person may enroll in up to 18 credit hours of coursework. Only after all official records have been received and evaluated will the admissions process be complete and the student fully admitted.

When evidence of a high school diploma or its equivalent does not appear on transfer credit documentation, it will be necessary for the student to submit such evidence in order to be fully admitted.

Conditional Acceptance

An applicant who has satisfied the requirements for admission and is deemed capable of college-level coursework but needs academic skill development is accepted on a "conditional" basis. A person in this category is permitted to register for no more than 6 hours of coursework, as directed by the admissions counselor. Upon satisfactory completion of the specified courses, the student will meet with an advisor to plan additional coursework as determined by that advisor.

Non-Matriculated Status

A person may opt to enroll in a limited number of courses for personal or professional enrichment as a non-matriculated student and may accumulate as many as 18 credits. The student may not take additional courses unless he/she applies and is accepted for matriculation. The person seeking to enroll in this category will be subject to the application requirements and procedures described above.

INTERNATIONAL STUDENTS

Admission to St. Joseph's College is contingent upon acquisition of a valid student visa (F-1) from the United States Immigration and Naturalization Service.

TRANSFER CREDIT

The College recognizes that adults beginning the baccalaureate degree oftentimes bring with them knowledge and skills acquired through a variety of modes, including college coursework, professional training and experience, certified diploma programs, and military training. The College makes available to students the opportunity to receive credit for what they have already learned, provided that such learning experiences are applicable to students' programs, and that skills and knowledge can be validated.

Credits for Collegiate Coursework

The College provides for the transfer of up to 96 credit hours from approved, collegiate institutions.

College Proficiency Examinations

Students may apply for credit or placement for the equivalent of St. Joseph's College courses on the basis of their successful completion of examinations sponsored by:

1. CLEP—The College Board's College-Level Examination Program (Box 2815, Princeton, New Jersey 08541).
2. CPEP—The New York State Education Department's College Proficiency Examination Program (College Proficiency Examination Program, State Education Department, Cultural Education Center, Albany, New York 12230).
3. USAFI-DANTES—United States Armed Forces Institute Defense Activity for Non-Traditional Education Support (Commission on Accreditation of Service Experience of the American Council on Education, One Dupont Circle, Washington, D.C. 20036).

Credits for Non-Collegiate Coursework

The maximum number of credits accepted toward the baccalaureate degree for work completed in settings other than accredited collegiate institutions is 82 hours, including life experience credit.

1. The Division provides for the transfer of credits for individuals who have completed New York State recognized professional training programs, where such programs are at the collegiate level.
2. The Division provides for the awarding of college credit as per the *Guide to the Evaluation of Educational Experience in the Armed Services*, the *Guide to Educational Programs in Non-Collegiate Organizations*, and the *National Guide to Educational Credit for Training Programs*.

General Limitations on Transfer Credit

1. The Division does not accept transfer credit earned from duplicative coursework or proficiencies.
2. Credit earned in remedial coursework or at a pre-collegiate level is not accepted for transfer credit.
3. Grades from other institutions are not computed in the grade-point average.

Procedure for Requesting Transfer Credit

Students wishing to receive credit for prior educational experience should contact an advisor to find out which transfer credit documentation is necessary; e.g., official transcripts, college proficiency test results, copies of military training records (DD form 214 and in-service training records), copies of professional certificates, etc. Official copies of the relevant documents must be sent directly from the institutions/ agencies to the St. Joseph's College campus where students made initial application.

Transfer credit evaluations are not made until after students submit an application and are admitted at least provisionally.

LIFE EXPERIENCE CREDIT

General Studies students with extensive and varied experiential learning backgrounds may participate in the Life Experience Program, which gives students the opportunity to apply for credit for previous learning experience, including continuing education training. Validated learning, not the experience alone, is the basis for awarding credit. It should be noted that the Division of General Studies does not award credit for "having lived," but rather for having mastered, through professional, creative, volunteer, or other experience, material comparable to that covered in actual courses offered at the college level. Application for this program may not be made prior to full matriculation or during students' last semester. Students who

have received the maximum number of transfer credits may take the Life Experience and Career Development Seminar but may not apply for life experience credit. The maximum life experience credit to be awarded is 27 credit hours.

The Life Experience and Career Development Seminar is required of all students seeking life experience credits. The Seminar, for which a grade of pass or fail is awarded, is a mentored course designed to facilitate the assessment of life experience for the purpose of developing an experiential learning portfolio. In part, the Seminar consists of individualized exercises designed to identify acquired skills and competencies, and culminates in relating these to coursework as well as to career goals.

An integral part of the Seminar is the validation process, which consists of assembling all relevant documents into a life experience portfolio under the supervision of a qualified mentor, who is a member of the Life Experience Evaluation Committee. Completed portfolios are submitted during the last class of the semester in which the Seminar is offered. They are then directed by the Life Experience Coordinator to appropriate faculty members, who make a credit award. Notification is sent to students by the Registrar prior to the conclusion of the next regular semester.

Since students applying for life experience credit work closely under the tutelage of a mentor well versed in life experience evaluation, the likelihood of an appeal for reconsideration of the credits awarded is greatly reduced. In the event, however, that such a request is made, the Life Experience Coordinator will refer the portfolio to a faculty member not involved in the original award decision; that person will review and make recommendations on any credits in question.

Students seeking life experience credit are required to take the Life Experience and Career Development Seminar at the prevailing per credit charge.

In addition, students are required to cover the cost associated with evaluation of their portfolios. A fee of \$100 is charged at the time credit awards are made. When the Registrar notifies students of the credit awards, the students must then return a signed statement and a check for \$100, signifying that they accept the credit award.

Life experience credit awards may be applied only to the unrestricted elective portions of the curriculum.

STATEMENT OF COSTS

A remittance of \$15 is payable when the application for admission is filed. The application fee is a service fee and is in no case returnable.

Annual Tuition and Fees

Tuition	\$95 per credit
College fee	
1-8 credits	3 per credit
9 or more credits	25 per semester
Mandated Accident Insurance	10 per year

Special Fees

Laboratory fee	\$20—50 per course
(Bio., Chem., Computer; consult office for specific fee)	
Graduation fee	60 + \$11 for cap/gown
Late registration fee	15
Make-up examination fee	25
Change of program fee (each form)	15
State certification fee	10
Transcript	3
Parking fee (Suffolk Campus)	5 per semester
Identification card	4
Registration fee for non-matriculated students	10
Fee for checks returned by bank	25

Neither a transcript nor a degree will be issued until all financial obligations have been settled. The College reserves the right to alter tuition charges and fees when such changes become necessary.

WITHDRAWAL FROM A COURSE OR FROM THE COLLEGE; TUITION REFUNDS

All requests for a withdrawal and/or refund must be made in writing on a change of program form, which may be secured from the office. Ordinarily, withdrawal may take place up to the midpoint of the term. However, refunds may be obtained only through the fifth calendar week for weekday classes and through the second class for weekend sessions. Students who do not withdraw officially from a course continue on the class roster and must satisfy course requirements. Failure to do so will result in the grade of F. *The date of withdrawal is the date on which written notice of such a request is actually received by the Registrar.* Refunds for withdrawals are computed on the following basis:

Weekday Classes

<i>Withdrawal Effective</i>	<i>% of Refund</i>
Prior to Beginning of Term	100%
Within First Two Calendar Weeks	80%
Within Third Calendar Week	60%
Within Fourth Calendar Week	40%
Within Fifth Calendar Week	20%
After Fifth Calendar Week	No refund

Saturday Six-Week Session

<i>Withdrawal Effective</i>	<i>% of Refund</i>
Prior to First Session	100%
After First Session	80%
After Second Session	20%
After Third Session	No refund

The rate of refund for any unique class scheduling configurations is prorated according to the above refund schedule. Withdrawal from courses may entitle students to a refund of tuition but not of fees.

GRADUATION

Students who expect to satisfy the requirements for the B.S. degree by February 1983 and who wish to receive their diploma at that time must file an application for graduation by October 1, 1982. Since the commencement ceremony is held only in June, such students may receive their diploma in February and attend the June ceremony if they wish. They should indicate this intention on their application for graduation.

Students who expect to satisfy the requirements for the B.S. degree by the June 1983 commencement date must file by December 18, 1982.

All students filing for graduation must have a total of 128 credits, at least 60 of which must be in the liberal arts.

FINANCIAL AID

Application Instructions

All matriculating students, including transfer students, may apply for financial aid. Consideration for financial aid from St. Joseph's College is dependent upon making application and receiving official notification of acceptance into the College.

1. Students wishing to apply for Pell Grant (previously known as BEOG—Basic Educational Opportunity Grant) and/or NYS Tuition Assistance Program should consult the appropriate application forms for filing dates.
2. Students wishing consideration for St. Joseph's College Division of General Studies Grant should file, each year, the Financial Aid Form designating St. Joseph's College as recipient. Fall entering students and continuing students should file by June 1 for the coming academic year.

Spring entering students should file by November 15. Priority will be given to students who adhere to filing dates.

3. Students wishing consideration for a National Direct Student Loan, Supplemental Educational Opportunity Grant, or College Work Study Program should file, each year, the Financial Aid Form and Supplement with College Scholarship Service, Box 2700, Princeton, New Jersey 08541, designating St. Joseph's College as recipient. Fall entering students should file by February 25 for the coming academic year; Spring entering students by November 15 for the second semester of the coming academic year. Continuing students should file by April 30. Priority will be given to students who adhere to filing dates.

Student Aid Recipients: Rights and Responsibilities

Students who receive any federal or state educational funds must attest that the use of these funds will be for education and educationally related expenses. It is the student's responsibility to notify the Financial Aid Office, in writing, of the amounts and sources of any outside aid the student might receive (i.e., tuition reimbursement, private scholarship, etc.). Eligibility for various programs may be affected by a student's previous loan default and/or repayment owed to BEOG, SEOG, etc. Upon request, federal and/or state tax forms must be presented for validation purposes. Students are expected to maintain satisfactory progress, be in good standing, and be making normal progress toward the completion of degree requirements. Students should consult current regulations.

Transfer students must also have forwarded Financial Aid transcripts from each previous college attended. This is a federal government requirement even if the student did not receive aid from the prior school(s). A student who transfers from one college to another should check with the Financial Aid Office at the new college as financial aid is not automatically transferred.

Students may request and receive an explanation of how their financial aid or refusal of it was determined. Most financial aid awards are based upon financial need as determined by a uniform methodology of need analysis approved by the U.S. Department of Education. There is, however, a distinction between eligibility for financial aid and availability of funds. Federal regulations mandate that the neediest students must be considered for financial aid first.

Student Aid Refunds

Students who withdraw from the College may have to refund a portion of their financial aid back to the program from which it came. This includes students who receive financial aid for personal expenses and who withdraw during the semester. Such students will owe a prorated refund to the fund(s)

which generated the personal expense monies for the period they were not enrolled.

The order in which such monies are returned to the fund is: Supplemental Educational Opportunity Grant, Basic Educational Opportunity Grant, National Direct Student Loan, and institutional aid. In the event the student has a Guaranteed Student Loan, the lending institution would be notified of the date of withdrawal.

Student Expenses

In order to aid in financial planning, the Financial Aid Office has provided the following table of estimated costs per academic year at St. Joseph's College. All costs subject to change.

Annual Student Budget

Tuition and Fees, Division of General Studies

Tuition	\$95 per credit
College Fee	
1-8 credits	3 per credit
9 or more	25 per semester
Mandatory	
Insurance Fee	10 per year

Example of Tuition and Fees

<i>Credit Hours</i>	<i>Cost</i>
3	\$ 294
6	588
9	880
12	1165
15	1450

Refer to p.12 for tuition refund policy.

Typical Commuter Dependent Student Budget

"Living at Home"	\$ 1160
Books and Supplies	200
Personal Expenses	530
Transportation	
Brooklyn	400
Suffolk Campus	920

Typical Commuter Independent Student Budget

"Living at Home"	\$ 3810
Books and Supplies	200
Personal Expenses	790
Transportation	
Brooklyn	400
Suffolk Campus	920

St. Joseph's College Division of General Studies Grants

St. Joseph's College offers a limited number of partial-tuition grants to full-time, matriculated, Division of General Studies students. Grant amounts vary according to financial need and available funds. Award determination is made by the Financial Aid Office. Priority will be given to students who adhere to filing dates.

To be considered, the student must submit (each year) a Financial Aid Form (FAF). These students should also apply for BEOG/Pell Grant and TAP. Division of General Studies Grants will be offered for regular Fall and Spring semesters only. Yearly application is required. Financial Aid Forms are available in the Financial Aid Office.

New York State Financial Assistance

New York State offers various types of financial assistance to qualified college students who are state residents. It is very important that students seeking such aid obtain full information and meet promptly each application deadline. Current regulations are available from the Financial Aid Office.

Tuition Assistance Program (TAP)

Full-time matriculated students who have been residents of New York State for a year may be eligible to receive tuition assistance of \$250 to \$2200 depending upon the family's net taxable income, the number of full-time college students in the family, and eligibility for varying schedules. Annual application is required.

Regents College Scholarships for Undergraduates

Candidates should seek direction's from their high school principal and/or guidance counselor for this \$250 per year award.

Child of Veteran Award

Applications may be obtained from high school guidance counselors or by writing to the Corporation. The award is \$450 per year.

State Loans

Guaranteed Student Loans (GSL)

Students may borrow up to \$2,500 a year up to a total of \$12,500 for undergraduate study. The current rate of interest is 9% for new borrowers. Student loans are currently subsidized by the federal government. Currently no repayment or interest accrues until 6 months after leaving school. Currently a financial needs test must be completed.

Auxiliary Loans to Assist Students (ALAS)

Independent undergraduate students can borrow up to \$2,500 per year and \$12,500 in total. However, these limits include any Guaranteed Student Loans. While enrolled full-time, students do not have to make payments on the loan principal but must pay the interest. The interest rate is currently 14%, but can vary.

Parent Loans for Undergraduate Students (PLUS)

Parents may borrow up to \$3,000 per year for each financially dependent student. The total for each child is \$15,000. The amount borrowed in any year cannot exceed educational costs, taking into account all other financial aid received. Repayment begins within 60 days. The maximum repayment period is 10 years. The interest rate is currently 14%, but can vary.

GSL, ALAS, and PLUS applications are available from a bank, savings and loan association, credit union, or pension and welfare fund.

Information on all the above may be obtained by writing to the New York State Higher Education Services Corporation, Albany, New York 12255

Tuition Deduction, and the Parents' and Students' Savings Plan (PASS)

Beginning with the 1978 tax year, New York State resident parents (and others who pay the tuition of dependent, full-time students) may take a deduction for part of this tuition payment for State and City income tax purposes. Resident parents may also deduct amounts equivalent to payments into a qualified higher education fund. In both cases deductions are from federal adjusted gross income. For further information parents should contact: Department of Taxation & Finance, Taxpayer Assistance Bureau, Building 9, State Campus, Albany, N.Y. 12227.

Rehabilitation

Students who suffer from a chronic illness, emotional problem, or physical disability may be eligible for a grant which would help cover tuition and book fees. Contact the Office of Vocational Rehabilitation, New York State Education Department, Albany, New York 12230.

New York State Post Secondary Education Fund for Native American Students

Further information is available from: Native American Education Unit, New York State Education Department, Albany, New York 12230

Federal Programs

Pell Grants (previously BEOG — Basic Educational Opportunity Grants)

These grants, authorized under the 1972 Higher Education Act, are to be funded by the federal government and provide grants to students of up to \$1900 for each undergraduate year. The grants do not exceed the difference between the amount students and their families can be expected to contribute and the total expenses of attending college.

Supplemental Educational Opportunity Grants

The College participates in this federal program authorized under Title IV of the Higher Education Act of 1964. Grants ranging in amounts from \$200 to \$2000 a year are awarded to students with great financial need in order to help them defray college expenses.

College Work-Study Program

St. Joseph's College is a participant in this federal program authorized in the Economic Opportunity Act of 1964. This program provides part-time employment on campus for students with great financial need in order to help them defray college expenses.

National Direct Student Loans

St. Joseph's College is a participant in the National Direct Student Loan Program established under Title II of the National Defense Education Act of 1958 (P.L. 85-864). This program provides loans for students who demonstrate financial need. Loans range between \$200—\$1,500. Maximum is \$6,000 as an undergraduate. Repayment of principal and 5% interest starts 6 months after leaving school. Students may possibly qualify for postponement or cancellation benefits.

Social Security Assistance

Federal Social Security benefits may be available for students whose parents are deceased, disabled, or retired. Application is made directly to students' local Social Security office.

Supplemental Security Income (S.S.I.)

S.S.I. may be available for students who themselves are disabled. Further information is available from students' local Social Security office.

Federal Scholarship for American Indians

Further information is available from the United States Department of Interior, Bureau of Indian Affairs, New York Liaison Office, Federal Building, Room 523, 100 South Clinton Street, Syracuse, N.Y. 13260.

Other Federal Student Financial Aid Programs

A large number of special-purpose federal programs exist. The most authoritative reference for additional information is: Catalog of Federal Domestic Assistance, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Veterans Information

Veterans and Children of Deceased Veterans

St. Joseph's College is fully approved by the New York State Education Department as well as other agencies for college-level education programs for veterans under federal and state laws. Veterans and children of veterans who qualify and who wish to pursue a course of study must present a certificate for Education and Training.

Information concerning these programs may be had by contacting the Veterans Administration Office, 252 Seventh Avenue, New York, N.Y. 10001.

ACADEMIC LIFE

DEGREE PROGRAMS

St. Joseph's College offers the following degree programs, which are registered with New York State Education Department.

College of Arts and Sciences

BACHELOR OF ARTS in Biology, Chemistry, Child Study, English, French, History, Mathematics, Psychology, Social Science, Spanish, Speech. Students applying for the B.A. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 90 of which must be in the liberal arts. Those who wish to teach on the elementary or secondary level will also follow the programs approved for teacher certification. (Bachelor of Arts in Human Relations is offered at the Suffolk Campus.)

BACHELOR OF SCIENCE in Biology, Chemistry, and Mathematics. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. Those who wish to teach on the elementary or secondary level will also follow the programs approved for teacher certification.

BACHELOR OF SCIENCE in Business Administration. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Recreation. Students applying for the B.S. in Recreation must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. At present, this program is offered only at the Suffolk Campus.

For details concerning these programs, which are open to all qualified students, consult the catalogues for the College of Arts and Sciences, Brooklyn or Suffolk.

Division of General Studies

The College provides the following opportunities for adults with diversified professional and personal orientations to pursue college degree programs. These programs are administered by the the Division of General Studies.

BACHELOR OF SCIENCE in General Studies, Community Health, and Health Administration.

Students applying for the B.S. in Community Health or Health Administration must satisfy the requirements of the core curriculum and major (outlined below) and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

The B.S. in General Studies provides an opportunity for students with non-traditional academic backgrounds as well as those who have an Associate degree to pursue a flexible course of study. Of the 128 credits required for the degree, at least 60 must be in the liberal arts. Students may elect to complete a module of courses drawn from any of the registered programs of the College. At the present time, seven modules are popular: Management, Therapeutic Recreation, Child Care Services, Early Childhood and Elementary Education, Special Education, Community Health, and Health Administration.

For all degrees, a cumulative index of 2.0 is required, as well as an index of 2.0 in the major/module.

ACADEMIC ADVISEMENT

An integral part of providing a quality educational experience to adults is an academic advisement system that can be responsive to their individual needs. Toward that end the Division requires, as part of the admission procedure, that all students meet with an advisor to plan an academic program. Prior to this meeting, students receive a counseling worksheet that will guide them and their advisors in the preparation of their programs. Students should retain this worksheet and bring it to subsequent advisement meetings. It is recommended that students consult with an advisor once a semester.

INDEPENDENT STUDY

The College recognizes that there are circumstances under which students will benefit from guided independent study. A student interested in this option should meet with the Department Chairman or Assistant to the Dean. The Chairman or Assistant to the Dean will arrange for the student to register and will arrange a faculty sponsor. Ordinarily, students may not take more than three credits on an independent study basis in any one semester, no more than six credits overall.

ACADEMIC POLICIES

Attendance

Students are expected to attend regularly and punctually all classes in which they are registered. The Division maintains attendance records for all students. Because active participation is considered vital to the educational process, faculty members may wish to make classwork and participation a component of the grade in the course. Students who must be absent for an extended period of time are urged, therefore, to contact the individual instructor or the academic advisor concerning classwork, assignments, and announced quizzes.

At the same time, the faculty recognizes that on occasion students cannot be present. Because faculty members have confidence in the maturity of the student body and recognize the personal growth which comes through responsible freedom, they have vested all members of the student body with personal responsibility for their attendance.

Faculty members wish to emphasize, however, that students are equally responsible with them for creating a climate of inquiry and sharing. True education results only from active involvement in the learning process.

Change of Major or Module

Students who wish to change major or module must submit this intent in writing to the Registrar. These requests are reviewed by the Department Chairman or advisor. Students must then meet with an advisor to plan a new program. Change of major or module should be effected before the period of programming for the following term.

Change of Program

A fee of \$15 is charged for each change of program form, or for late registration. Students are not permitted to enter a course in a fourteen or a fifteen-week session after the second class meeting (i.e., after two meetings of three hours each), nor to enter a six-week session after the first class session (i.e., after one session of seven and one-half hours).

Withdrawing from Courses

Students who wish to withdraw from a course should obtain the official form from the Registrar and follow the procedure outlined. Ordinarily, withdrawal may take place up to the midpoint of the term or session; thereafter, it may take place only for a most unusual reason and with the approval of the Dean. A fee of \$15 for each form is charged.

Students who do not withdraw officially from a course continue on the class register and must satisfy the requirements of the course. Failure to do so will result in the grade of F.

Courses at Other Colleges

Students who have reason to take courses for credit at other colleges should file the appropriate form in the Registrar's office. The decision to allow students to take such courses is made by the Dean in consultation with the Department Chairman or advisor. The College reserves the right to refuse permission or to limit the number of such courses. Upper level students may not take courses at Junior or Community Colleges.

When the courses have been completed, students are responsible for having an official transcript sent to the Registrar. Although the grades are not entered on the transcript nor included in the cumulative index, no credit will be allowed for a course with a grade below C-. (For Transfer Student Policy, see *Admissions*.)

Academic Standing

The Division of General Studies fully admits for matriculation only those students deemed capable of completing the requirements for the degree. Since students may experience difficulty at some point, however, they should consult, early enough in the term for practical assistance, the class instructor and/or the Chairman of the Department or advisor. Students are advised to investigate the implications of academic standing on their eligibility for financial aid.

Satisfactory progress is ordinarily represented by an index of 2.0. Students with indexes below 2 are evaluated by the Academic Development Committee. Basing its judgment upon students' potential, previous academic background, and calculated estimation of improvement, the Committee may permit students to continue in the College in good standing, under the guidance of an academic advisor, for a stated time, thus giving them a chance to succeed. However, this does not automatically mean that the student is eligible for financial aid. Such students must consult the Registrar to determine their continued eligibility for financial aid.

At the end of each semester the Registrar reviews the record of every student and refers those who have failed to maintain a 2.0 to the Committee. The Committee endeavors to determine the causes of the academic difficulty and recommends adjustments in program for the following term. Students may represent to the Committee, in person or in writing, any relevant circumstances.

Students who, at the end of the semester, have not achieved an index of 2.0 or higher, may not take more than 12 credits the following semester. Although the Committee reviews each case individually, students who continue to achieve below the required index of 2.0 will be advised to withdraw.

Reinstatement

Students asked to withdraw because of unsatisfactory progress may apply to be readmitted to the College. The procedure requires a written request, assessment of previous academic record and of potential, evidence of increased motivation, possible retesting, and approval of the Dean.

Students who have been reinstated are responsible for finding out the conditions, if any, which must be satisfied in order to obtain financial aid.

Examinations

Final examinations are held at the end of each semester. Illness is the only excuse for absence from an examination. Students who are absent from a final examination must call the Registrar on the day of the exam, giving the reason for the absence. Within one week, students must write to the Dean, stating the reason for the absence and requesting a make-up exam. A fee of twenty-five dollars is required for each late examination. A special examination may be given no sooner than two months from the date of the originally scheduled examination. Dates and hours for such examinations are specified by the Registrar. Students must take the make-up exam at the time specified. Students absent from a make-up exam will receive a grade of zero for the exam.

Incompletes

If a faculty member believes that students, for a serious reason, should be allowed additional time in which to complete the requirements of a course, the faculty member must notify the Registrar to this effect. It is the responsibility of the students for whom such exceptions are made to see that the work is completed so that the faculty member may give the final grades to the Registrar's office NOT LATER THAN January 31 for the Fall semester, July 1 for the Spring semester, and September 1 for the Summer semester.

Grades and Reports

Transcripts of courses and grades are issued at the end of each term. The final grade in each course is based on the criteria established by the individual faculty member. Grades are interpreted as follows:

<i>Quality</i>	<i>Grade</i>	<i>Percentage</i>	<i>Quality Points</i>
Excellent	A	93.0-100.0	4.0
	A-	90.0-92.9	3.7
Good	B+	87.0-89.9	3.3
	B	83.0-86.9	3.0
	B-	80.0-82.9	2.7
Satisfactory	C+	77.0-79.9	2.3
	C	73.0-76.9	2.0
	C-	70.0-72.9	1.7
Passing	D+	67.0-69.9	1.3
	D	63.0-66.9	1.0
	D-	60.0-62.9	0.7
Unsatisfactory	F	Below 60.0	0.0
<i>Pass/Fail Basis</i>			
Pass	P	60-100	—
Pass with honors	PH	Pass (90 or above)	—
Unsatisfactory	U	Below 60	—

Withdrawal from the College

Students who plan to withdraw from the College should consult an advisor and then submit written notification of withdrawal. Without such a statement, students who drop out will be continued on the register and will receive grades of F in all courses. All financial obligations to the College must be fully paid before students may withdraw or graduate in good standing. In addition, students who have received a scholarship or loan must have an exit interview with the Financial Aid Officer. (See *Financial Aid Program*.) It is important for financial aid purposes that the last date of attendance be officially recorded. The Administration of the College may require the withdrawal of students whose academic record or conduct is judged unsatisfactory.

HONORS

Dean's Honor List

Students who attain an index of 3.65 after 15 credits of grades are eligible for the Dean's List and must apply in writing to the Registrar by September 22 for the Summer semester, February 22 for the Fall semester, or July 22 for the Spring semester. The list is posted on a special bulletin board in the main hall of the College, outside the Dean's Office.

Senior Honors

Students who achieve a cumulative index of 3.67 for the last 30 credits taken at St. Joseph's College will receive Senior Honors.

Distinguished Graduate Award

The Distinguished Graduate Award is given to students who receive a cumulative index of 3.7 for the last 45 credits taken at the College.

STUDENTS' RIGHT TO PRIVACY AND ACCESS TO RECORDS

Public Law 93-380, usually titled "Family Educational Rights and Privacy Act," or more often known simply as the Buckley Amendment, prohibits release of any material in students' files without the students' written consent. This law also affords students the right to review the contents of their official academic folders, except for those documents excluded by Law 93-380, as amended.

Students who wish to inspect their folders are required to complete the REQUEST FOR DISCLOSURE OF STUDENT FILE INFORMATION. These forms are available in the Registrar's office. Students who wish to challenge the contents of their folders as inaccurate, misleading, or inappropriate, should follow the established procedures, available from the Registrar.

It is the responsibility of all students to inform the College of any change in their mailing address. Failure to do so relieves the College of any liability in the event that important correspondence is not received by students.

CURRICULAR OFFERINGS

PROGRAMS IN HEALTH CARE FIELDS

The Bachelor of Science degrees in Community Health and Health Administration have been designed to educate health practitioners to be responsive to community needs. Concomitantly, courses in the major programs: (1) meet the individual needs of health professionals with diverse orientations and professional concerns; and (2) promote such generic cognitive capabilities as critical thinking and problem solving, skills that transcend technical professional specializations and provide for continuing development and adaptation.

In addition to having met the general admission requirements of the Division, students typically have postsecondary training and have acquired skills and knowledge through experience. Exceptions to this are made with the approval of the Department Chairman.

Bachelor of Science in Community Health

Anne Jordheim, Ed.D., Chairman

<i>Major Requirements</i>		<i>Credits</i>
CH 415	Community Health	3
CH/HA 430	Issues in the Health Care Delivery System	3
CH 490	Research Seminar in Health	3
Major Electives	(21 credits from Community Health offerings; 9 of these may be taken in Health Administration, related areas, or Math 151.)	21
<i>Required Core Courses</i>		<i>Credits</i>
CH/HA 401	Problem Solving for Professionals	3
CH/HA 402	Critical Thinking for Professionals	3
CH 403	Community Health and the Liberal Arts	3
ENG 103	Writing for Effective Communication	3
Science or Mathematics		3
Social Science		3
<i>Liberal Arts Electives</i>		42
<i>Other Electives</i>		38
<i>Total</i>		128

Students pursuing a major in Community Health may also elect to complete a module of courses drawn from any of the registered programs of the College.

The following courses will be offered during the 1982-83 academic year in the Fall, Spring and/or Summer semesters on both the Brooklyn and the Suffolk Campuses. Consult the semestral schedule of courses for more specific information.

CH 101 CHILD CARE SERVICES

This course explores the history, philosophy, organization, and management of child care services. Special focus is placed on day care, foster care, placement institutions, residential treatment centers, and preventive programs.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 150 GROUP DYNAMICS AND COMMUNICATION (PSY 150)

A theoretical introduction to small group processes, with an emphasis on the relationship between groups and the individual, and on the communication process. Students participate in small group exercises as part of the course requirements.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 230 EMOTIONAL DISTURBANCE IN CHILDREN AND YOUTH

An overview of emotional and psychiatric disorders in childhood and adolescence, ranging from infant autism to adolescent suicide, from debilitating psychiatric problems to transient situational disorders as related to the family, school, and community. Various modes of treatment are covered.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 231 CHILD ABUSE AND NEGLECT

A survey course to define medical, legal, and social terms of child abuse and neglect and to explore its effects on the child, family, and community. This course also includes discussion of crisis intervention techniques and existing community programs.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 300 FIELD EXPERIENCE FOR CHILD CARE WORKERS I, II, III

A field experience which offers students the opportunity to pursue an agency-based project chosen in consultation with the instructor. The experience may be pursued either at a child care agency at which students are currently employed or through another appropriate placement arranged by students. Students are required to complete a written project. Class sessions are primarily devoted to peer group interaction. Field hours to be approved by instructor.

4 meetings a semester, 3 credits. 1982-83

A maximum of 9 credits may be obtained through CH 300.

CH/HA 401 PROBLEM SOLVING FOR PROFESSIONALS

This course focuses on the methodology of problem solving. Emphasis is placed on the application of various problem-solving models to life experience problems as well as to professional problems. Students will be asked to contribute problems from their own experience for analysis.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 402 CRITICAL THINKING FOR PROFESSIONALS

The goal of this course is to teach students the analytical skills necessary for the assessment and evaluation of arguments, reports, newspaper articles, and editorials as well as the application of these skills to the decision-making process attending their professional activities.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 403 COMMUNITY HEALTH AND THE LIBERAL ARTS

This course, designed for Community Health majors, focuses on the application of the liberal arts to issues in community health. Drawing on the knowledge and methodologies of the social sciences and the arts and humanities, this course explores themes prevalent in the study of community health. (Suggested antecedent course: CH 415.)

3 hours a week, 1 semester, 3 credits. 1982-83

CH 407 HUMAN SEXUALITY IN HEALTH AND DISEASE

An in-depth examination of sexual development and behavior, concentrating on psychological, social and biological foundations of human sexuality. Emphasis on the variations in behavior and function is directed toward the counseling of individuals and families for sexual well-being.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 408 EPIDEMIOLOGY

An introduction to the field of epidemiology (the science dealing with the incidence, distribution, and control of disease in the population), concentrating on the epidemiological approach to promotion of health and prevention of disease in institutions and in the community. The role of the Public Health Department in disease control and data collection is also considered.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 409 PSYCHOLOGICAL FACTORS IN HEALTH AND DISEASE

An investigation of the psychological factors that influence an individual's adjustment along the health continuum. Problems of conflict, tension, and anxiety from friends and work environment are dealt with in the discussion of acute, chronic, and psychosomatic health problems.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 410 SOCIOLOGY OF HEALTH

An introduction to sociology and its role in the health care field. Specific emphasis is placed on cultural and ethnic behaviors and responses to health and illness. Variables and influences that determine different people's expectations and understandings of health care and the organization of health services to meet these needs are also explored.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 411 ALCOHOLISM

The prevalent social problem of alcoholism is examined both as a sickness and as a social concern. Implications of this malady for family and community are reviewed. Sources of funding are outlined and agencies rendering assistance are identified. Students are presented with insights and recommendations for the organization and administration of prevention and assistance programs in this area.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 412 NARCOTICS AND DRUG ABUSE PREVENTION

A study of the prevalent social problem of drug abuse, providing the health professional with guidelines for drug abuse prevention, treatment, and rehabilitation programs. The course explores the relationships between drug abuse and alcoholism, especially in the young. It outlines sources of funding, identifies aid agencies and programs, provides some evaluation of present directions, both legal and rehabilitative, and provides insights and recommendations for organizing programs in this field.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 413 NUTRITION IN COMMUNITY HEALTH

An analysis of the problems of nutrition within the social order. The course introduces students to advanced nutrition theory: nutrient analysis, nutritional counseling techniques, nutrition research on additives, nutritional requirements, and consumer education. National nutrition problems are considered in relation to poor as well as affluent members of our society. Cultural nutrition deficits and F.D.A. involvement in arresting food problems are also examined.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 414 VENEREAL DISEASE

An examination of the sources and causes of the serious problem of venereal disease, including an analysis of the sociological dimension of the problem. Students examine the incidence and prevalence of venereal diseases. The study of venereology includes etiology, transmission, carrier tracing, diagnostic criteria, treatment, and care. Methods of community and individual education are also discussed.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 415 COMMUNITY HEALTH

A study of the interrelationship between individuals and community health agencies in an effort to promote, maintain, and improve health and health services. The function of governmental, non-governmental, and voluntary organizations is explored. The history and establishment of community health services are examined. Problems of physical health and development, chronic and communicable disease entities, environmental concerns, safety education, and mental and social health are given extensive treatment.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 416 CONSUMER HEALTH

An investigation of the controls and laws governing both the consumers' rights to health care services and consumerism as it relates to the health of the individual. Included in this treatment will be the Occupational Health and Safety Act, Atomic Energy Commission, Pure Food and Drug Act, Health Codes (Hospital & Nursing Home), Health Codes for Restaurants, and the Environmental Protection Agency. Discussion also includes environmental agents, industrial hazards, toy safety, consumer laws governing appliances, and the legislative lobby for and against consumer concerns.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 418 FAMILY COUNSELING

This course explores the role of the professional dealing with families undergoing stresses accompanying the illness of a family member. It reviews community dynamics and the organization of services to aid in family living. Students are guided in family assessment and understanding of the structure of family units. Counseling strategies to help families meet their needs and resolve their problems are discussed. Emphasis is placed on methods of dealing with family health in ways that preserve individual rights and dignity.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 420 HEALTH EDUCATION

This course is designed to acquaint students with the elements of health education programs in hospitals or community agency settings. The focus is on various educational techniques, including the use of educational materials, media, and methods of communication geared to specific target populations, which will help to prevent illness, improve the care of the sick, and increase the health awareness of the community.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 421 ADMINISTRATION OF MATERNAL, CHILD, AND YOUTH PROGRAMS

An examination of the problems and appropriate programs for child welfare, the battered child, the runaway child, foster care, infant and child nutrition and health, and drug abuse problems. Child development and maternal health needs, problems, and services are reviewed. Organization methods and program management are discussed in detail. (Suggested antecedent course: HA 481.)

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 422 SCHOOL HEALTH PROGRAMS

An investigation into the organization and administration of school health programs, emphasizing education as well as prevention. The school structure is reviewed as well as the place of the health educator within the school system. School health problems are discussed.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 423 STAFF DEVELOPMENT MANAGEMENT AND METHODS OF TEACHING (I)

The focus of this course is on the establishment and management of a complete in-service training unit in a health agency. The course covers the planning, designing, and implementation of such a program. The definition, scope, and responsibility of the in-service department is explored in depth. This course is designed for professionals who have teaching responsibilities.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 424 STAFF DEVELOPMENT MANAGEMENT AND METHODS OF TEACHING (II)

The focus of this section is on the preparation of lesson plans, selection of staff, selection of teaching aids, and the preparation of a program in staff development for a group of professionals. Teaching methodologies, history of in-service education, staff development, and continuing education are discussed.

Prerequisite: CH/HA 423

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 426 ADMINISTRATION OF PROGRAMS FOR THE HANDICAPPED

An exploration of the administration and supervision of programs for the handicapped individual. Emphasis is placed on comprehensive treatment, administration, outreach, health teams, education, staff training, and sources of program funding. (Suggested antecedent course: HA 481.)

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 428 ADMINISTRATION OF PROGRAMS IN MENTAL HEALTH

An in-depth analysis of mental health administration, treatment of the mentally ill, comprehensive programs for the mentally ill, programs associated with retardation, and the development of the health team to deal with mental illness and retardation. (Suggested antecedent course: HA 481.)

3 hours a week, 1 semester, 3 credits. 1982-83

CH 429 MENTAL HEALTH AND CRISIS INTERVENTION

This course explores important issues of good mental health, prevention of mental illness, and crisis intervention skills in case of stress, disease, violence, and disaster.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 430 ISSUES IN THE HEALTH CARE DELIVERY SYSTEM

This course centers on the present organization of the health care delivery system and how this organizational pattern relates to problems in cost effectiveness, quality control, maldistribution of services and professionals as well as the failure of this system to improve the health status of a large part of the population.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 431 COMMUNITY HEALTH ADMINISTRATION

A study of the administration of community health care and prevention programs. Specific topics relative to community and public health, including philosophy, governmental aspects, organizational considerations, and fiscal management. (Suggested antecedent course: HA 481 or CH 415.)

3 hours a week, 1 semester, 3 credits. 1982-83

CH 434 FAMILY HEALTH

Health aspects of families are explored, including the human life cycle and relevant social, physical, and psychological factors. The ramifications of alternative lifestyles on family health are also included.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 440 PRINCIPLES OF COUNSELING

An exploration of the theoretical framework of counseling and personality theory. It is structured to expose the professional to counseling theory and practice through discussion of the various theories of personality and their proponents. Guided learning through class activities aids the student in applying counseling theory to stress situations.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 441 COUNSELING TECHNIQUES

This course provides an opportunity to learn and practice the methods and techniques of counseling. Special emphasis is placed on the dynamics of interviewing and the various adaptations patients or clients make to illness and disability. The counseling model emphasized is one which the professional can draw upon and apply to a client/employee centered problem-solving relationship.

Prerequisite: CH 440

3 hours a week, 1 semester, 3 credits. 1982-83

CH 442 COUNSELING PRACTICUM

A supervised practicum in health counseling. The course is made available to students on an individual basis. Those wishing to take the course must make the request to their academic advisor.

Prerequisites: CH 440 and CH 441

Hours to be arranged. 1982-83

CH 443 FUNDAMENTALS OF BEHAVIOR MODIFICATION

A consideration of behavioral techniques for use in applied settings.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 451 GERONTOLOGY

An overview of the senior citizen and his/her impact upon the community and society. The biological, psychological, and social needs of the aging person are discussed. Theories of aging, societal attitudes toward aging, and services available to the older adult are explored. Funding aspects and future trends are also covered in the course.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 452 DEATH AND DYING

An examination of the reality of death. This course is especially useful for those engaged in work with senior citizens but is also helpful to those involved in hospital or nursing home work with patients who are critically ill. The course focuses on patient and family preparation for death. Discussion covers the dying process, grief, family counseling, and ethical-legal aspects.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 453 THE PSYCHOLOGY OF AGING

An examination of the psychological changes that take place as people grow older. This course focuses on the time period which begins with the middle age life crisis and review process and continues through preparation for dying. A major emphasis is given to the understanding of various theories of aging presented by such theorists as Erikson, Jung, Lewin, Skinner, and Maslow. Emphasis is also placed on the understanding of attitudes toward aging and on working with families.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 454 FIELD EXPERIENCE IN GERONTOLOGY

A supervised field experience in gerontology, this course is made available to students on an individual basis, with the approval of their Chairman. (Suggested antecedent course: CH 451 or CH 453.)

Hours to be arranged. 1982-83

CH 458 COUNSELING THE OLDER ADULT

An opportunity to learn special counseling skills necessary for interviewing and assisting the elderly in adjusting and coping with their problems. The physiological, social, and sexual needs of the older adult are reviewed, and approaches to coping with these needs are explored. Problems of being alone and no longer needed are explored, in addition to remedies to this situation.

Prerequisite: CH 440 or CH 453

3 hours a week, 1 semester, 3 credits. 1982-83

CH 461 ISSUES IN HUMAN GENETICS

This course addresses the psychosocial implications of human genetic syndromes. The concepts of incidence, penetrance, and genetic drift are explored as they pertain to patterns of inheritance. The effects of radiation, chemicals, and aberrations upon human reproductive behavior are discussed, with focus on predicting and eliminating risks. Included in the course is a review of the current advances in genetic science.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 466 PRACTICUM IN THE HEALTH FIELD

A supervised field experience in the health area, this course is made available to students on an individual basis, with the approval of the Department Chairman.

Hours to be arranged. 1982-83

CH 469 SEMINAR IN COMMUNITY HEALTH: See CH 490, RESEARCH SEMINAR IN HEALTH

CH/HA 484 LEGAL ASPECTS OF HEALTH CARE

A review of the basic legal concepts affecting the health care delivery system. Topics discussed include aspects of malpractice in health care, practitioner and institutional liability, legal rights of the consumer, administrative law, medical records, and the role of regulatory agencies.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 488 ECONOMICS OF HEALTH

An overview of the economic issues relating to the health care field. Factors determining the demand for and utilization of health services, supply functions for facilities and manpower, regulation, licensure, and public intervention through financing and planning are explored.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 489 COMPREHENSIVE HEALTH PLANNING

An introduction to comprehensive health planning, emphasizing the Public Law Requirements for Health Systems Agencies for Health Planning, the New York State Health Planning Commission, the New York State Health Action Plan (SHAP), and organizations of local and regional health planning councils. Also covered are the roles and functions of agencies, professionals, and individual consumers in meeting health service needs through direct and indirect services, through training of health care professionals and para-professionals, and through influencing of health care legislation.

3 hours a week, 1 semester, 3 credits. 1982-83

CH 490 RESEARCH SEMINAR IN HEALTH

A capstone research course for students pursuing the Community Health major, it is designed to permit an in-depth investigation into an individualized area of interest. Students are expected to employ research methodologies in the preparation of a paper of high quality.

Prerequisite: CH 415

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 494 AMBULATORY CARE ADMINISTRATION

Focusing on the delivery of health services on an outpatient basis, this course emphasizes the relationship between in-patient hospitalization and ambulatory care programs. Staffing patterns, quality issues, the effect of third-party payments, sources of funding, and government regulations are examined.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 500 INTERNATIONAL HEALTH SYSTEMS

A course outlining specific health problems in various parts of the world. Health services structures in selected developed and developing countries are explored and compared. The World Health Organization is included. Where feasible, actual site visitations are made.

3 hours a week, 1 semester, 3 credits. 1982-83

Bachelor of Science in Health Administration

Gary Helfand, Ph.D., Chairman

<i>Major Requirements</i>		<i>Credits</i>
CH/HA 430	Issues in the Health Care Delivery System	3
HA 481	Introduction to Health Care Administration	3
HA 490	Research Seminar in Health	3
Major Electives	(21 credits from Health Administration offerings; 9 of these may be taken in Community Health, related health areas, or from the following courses: Bus 110, 122, 130, 200, and Math 149.)	21
<i>Required Core Courses</i>		<i>Credits</i>
CH/HA 401	Problem Solving for Professionals	3
CH/HA 402	Critical Thinking for Professionals	3
HA 404	Health Administration and the Liberal Arts	3
ENG 103	Writing for Effective Communication	3
Science or Mathematics		3
Social Science		3
<i>Liberal Arts Electives</i>		42
<i>Other Electives</i>		38
<i>Total</i>		128

Students pursuing a major in Health Administration may also elect to complete a module of courses drawn from any of the registered programs of the College.

The following courses will be offered during the 1982-83 academic year in the Fall, Spring and/or Summer semesters on both the Brooklyn and the Suffolk Campuses. Consult the semestral schedule of courses for more specific information.

CH/HA 401 PROBLEM SOLVING FOR PROFESSIONALS

This course focuses on the methodology of problem solving. Emphasis is placed on the application of various problem-solving models to life experience problems as well as to professional problems. Students will be asked to contribute problems from their own experience for analysis.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 402 CRITICAL THINKING FOR PROFESSIONALS

The goal of this course is to teach students the analytical skills necessary for the assessment and evaluation of arguments, reports, newspaper articles, and editorials as well as the application of these skills to the decision-making process attending their professional activities.

3 hours a week, 1 semester, 3 credits. 1982-83

HA 404 HEALTH ADMINISTRATION AND THE LIBERAL ARTS

This course, designed for Health Administration majors, focuses on the relationship between the liberal arts and the issues related to health administration. Drawing on the knowledge and methodologies of the social sciences and the arts and humanities, this course explores themes prevalent in the study of health administration. (Suggested antecedent course: HA 481.)

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 408 EPIDEMIOLOGY

An introduction to the field of epidemiology (the science dealing with the incidence, distribution, and control of disease in the population), concentrating on the epidemiological approach to promotion of health and prevention of disease in institutions and in the community. The role of the Public Health Department in disease control and data collection is also considered.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 416 CONSUMER HEALTH

An investigation of the controls and laws governing both the consumers' rights to health care services and consumerism as it relates to the health of the individual. Included in this treatment will be the Occupational Health and Safety Act, Atomic Energy Commission, Pure Food and Drug Act, Health Codes (Hospital & Nursing Home), Health Codes for Restaurants, and the environmental Protection Agency. Discussion also includes environmental agents, industrial hazards, toy safety, consumer laws governing appliances, and the legislative lobby for and against consumer concerns.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 421 ADMINISTRATION OF MATERNAL, CHILD, AND YOUTH PROGRAMS

An examination of the problems and appropriate programs for child welfare, the battered child, the runaway child, foster care, infant and child nutrition and health, and drug abuse problems. Child development and maternal health needs, problems, and services are reviewed. Organization methods and program management are discussed in detail. (Suggested antecedent course: HA 481.)

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 422 SCHOOL HEALTH PROGRAMS

An investigation into the organization and administration of school health programs, emphasizing education as well as prevention. The school structure is reviewed as well as the place of the health educator within the school system. School health problems are discussed.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 423 STAFF DEVELOPMENT MANAGEMENT AND METHODS OF TEACHING (I)

The focus of this course is on the establishment and management of a complete in-service training unit in a health agency. The course covers the planning, designing, and implementation of such a program. The definition, scope, and responsibility of the in-service department is explored in depth. This course is designed for professionals who have teaching responsibilities.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 424 STAFF DEVELOPMENT MANAGEMENT AND METHODS OF TEACHING (II)

The focus of this section is on the preparation of lesson plans, selection of staff, selection of teaching aids, and the preparation of a program in staff development for a group of professionals. Teaching methodologies, history of in-service education, staff development, and continuing education are discussed.

Prerequisite: CH/HA 423

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 426 ADMINISTRATION OF PROGRAMS FOR THE HANDICAPPED

An exploration of the administration and supervision of programs for the handicapped individual. Emphasis is placed on comprehensive treatment, administration, outreach, health teams, education, staff training, and sources of program funding. (Suggested antecedent course: HA 481.)

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 428 ADMINISTRATION OF PROGRAMS IN MENTAL HEALTH

An in-depth analysis of mental health administration, treatment of the mentally ill, comprehensive programs for the mentally ill, programs associated with retardation, and the development of the health team to deal with mental illness and retardation. (Suggested antecedent course: HA 481.)

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 430 ISSUES IN THE HEALTH CARE DELIVERY SYSTEM

This course centers on the present organization of the health care delivery system and how this organizational pattern relates to problems in cost effectiveness, quality control, maldistribution of services and professionals as well as the failure of this system to improve the health status of a large part of the population.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 431 COMMUNITY HEALTH ADMINISTRATION

A study of the administration of community health care and prevention programs. Specific topics relative to community and public health include philosophy, governmental aspects, organizational considerations, and fiscal management. (Suggested antecedent courses: HA 481 or CH 415.)

3 hours a week, 1 semester, 3 credits. 1982-83

HA 436 PROGRAM EVALUATION IN HEALTH CARE

The evaluative process is discussed with a focus on the relationship of this process to administrative control and decision making. Various evaluation methodologies are reviewed, including audits, Utilization Review (U.R.) and Professional Standards Review Organizations (PSRO).

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 454 FIELD EXPERIENCE IN GERONTOLOGY

A supervised field experience in gerontology, this course is made available to students on an individual basis, with the approval of their Chairman. (Suggested antecedent course: CH 451 or CH 453.)

Hours to be arranged. 1982-83

CH/HA 466 PRACTICUM IN THE HEALTH FIELD

A supervised field experience in the health area, this course is made available to students on an individual basis, with the approval of the Department Chairman.

Hours to be arranged. 1982-83

HA 481 INTRODUCTION TO HEALTH CARE ADMINISTRATION

An overview course dealing with health care management. Included in the course are such topics as effective management, supervision, organizational structures, decision making, personnel and staffing, performance appraisal, finance, budgets, fiscal operations, facilities maintenance, and services distribution and control. State codes and accreditation standards are reviewed.

3 hours a week, 1 semester, 3 credits. 1982-83

HA 482 ADMINISTRATIVE STRATEGIES

A course for those students interested in furthering their administrative knowledge and skills as they relate to the specific and unique organization and function of the various specialty areas of health care institutions. It offers students the opportunity to innovate and improvise through application of administrative theory.

Prerequisite: HA 481

3 hours a week, 1 semester, 3 credits. 1982-83

HA 483 PERSONNEL ADMINISTRATION, HEALTH CARE FIELD

An introduction to personnel administration for health professionals. This course deals with such topics as the relationship of the individual to the organization, recruitment of personnel, interviewing and selection of personnel, human resources and motivation theory, morale, staff development and training, and the management of employee records. The development of personnel policies and procedures is also covered.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 484 LEGAL ASPECTS OF HEALTH CARE

A review of the basic legal concepts affecting the health care delivery system. Topics discussed include aspects of malpractice in health care, practitioner and institutional liability, legal rights of the consumer, administrative law, medical records, and the role of regulatory agencies.

3 hours a week, 1 semester, 3 credits. 1982-83

HA 485 COLLECTIVE BARGAINING AND LABOR RELATIONS, HEALTH CARE FIELD

An overview of collective bargaining and labor relations in the health care setting. Specific topics include the history of organization in the health care field, the objectives of collective bargaining, the usage of collective bargaining, management responsibility, the grievance process, alternatives to employee strikes, and issues in personnel relations and collective bargaining.

3 hours a week, 1 semester, 3 credits. 1982-83

HA 486 LONG TERM HEALTH CARE ADMINISTRATION

This course deals with the application of administrative theory to long term care facilities. Facilities are classified, and services of each are defined. Planning, construction, financial management, codes and regulations, Medicaid/Medicare, and an in-depth examination of personnel and health care services are covered. (Suggested antecedent course: HA 481.)

3 hours a week, 1 semester, 3 credits. 1982-83

HA 487 PRODUCTIVITY IN HEALTH CARE

This course examines different management strategies and techniques that can feasibly result in increased productivity in the delivery of health care services. Topics include the benefits and development of multihospital systems, management information systems, performance-based pay and incentive systems, productivity elements in collective bargaining, work analysis and job redesign, time-space studies, and participative management techniques.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 488 ECONOMICS OF HEALTH

An overview of the economic issues relating to the health care field. Factors determining the demand for and utilization of health services, supply functions for facilities and manpower, regulation, licensure, and public intervention through financing and planning are explored.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 489 COMPREHENSIVE HEALTH PLANNING

An introduction to comprehensive health planning, emphasizing the Public Law Requirements for Health Systems Agencies for Health Planning, the New York State Health Planning Commission, the New York State Health Action Plan (SHAP), and organizations of local and regional health planning councils. Also covered are the roles and functions of agencies, professionals, and individual consumers in meeting health service needs through direct and indirect services, through training of health care professionals and para-professionals, and through influencing of health care legislation.

3 hours a week, 1 semester, 3 credits. 1982-83

HA 490 RESEARCH SEMINAR IN HEALTH

(Formerly: Seminar in Administration and Management)

A capstone research course for students pursuing the Health Administration major, it is designed to permit students to do an in-depth investigation into an area of their interest. Students employ research methodologies in the preparation of a paper of high quality.

Prerequisite: HA 481

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 494 AMBULATORY CARE ADMINISTRATION

Focusing on the delivery of health services on an outpatient basis, this course emphasizes the relationship between inpatient hospitalization and ambulatory care programs. Staffing patterns, quality issues, the effect of third-party payments, sources of funding, and government regulations will be examined.

3 hours a week, 1 semester, 3 credits. 1982-83

HA 497 FINANCING HEALTH CARE INSTITUTIONS

A course on the processes and methods of financial management of health institutions. The course covers financial planning, development, accounting, monitoring, and controls in health agencies. Reimbursement measures and rate settings are covered.

3 hours a week, 1 semester, 3 credits. 1982-83

CH/HA 500 INTERNATIONAL HEALTH SYSTEMS

A course outlining specific health problems in various parts of the world. Health services structures in selected developed and developing countries are explored and compared. The World Health Organization is included. Where feasible, actual site visitations are made.

3 hours a week, 1 semester, 3 credits. 1982-83

BACHELOR OF SCIENCE IN GENERAL STUDIES

The Bachelor of Science in General Studies provides an opportunity for students with non-traditional academic backgrounds as well as those who have an Associate degree to pursue a flexible and individualized course of study prepared in conjunction with an academic advisor. Of the 128 credits required for the degree, at least 60 must be in the liberal arts. Students may elect to complete a module of courses drawn from any of the registered programs of the College. The following modules have been developed to meet student needs at this time.

Management Module

This module has been designed to educate adults for the management of organizations in the business, nonprofit, or public sectors; the latter includes the operations of the Federal, state, and local government.

Required Courses for Module

ENG103	Writing for Effective Communication
MATH109	Fundamental Concepts of Mathematics (or equivalent)
MATH149	Data Processing
BUS100	Principles of Business Administration
BUS110	Principles of Accounting
BUS120	Macroeconomics
BUS122	Statistics
BUS130	Organizational Behavior
BUS150	Legal Environment of Business
BUS200	Marketing
BUS226	Microeconomics
BUS230	Human Resources Management

In addition to the required courses, students may complete elective coursework leading to a management concentration appropriate to their professional aspirations.

The College of Arts and Sciences offers a Business Administration major. Consult the admissions counselor.

BUS 100 PRINCIPLES OF BUSINESS ADMINISTRATION

An introduction to the business decision making process through the study of the theory and practice of management. The concepts of the management functions: planning, organizing, producing, marketing, financing, among others, are reviewed through readings and case studies. Particular attention is paid to the management of nonprofit organizations.

3 hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983, Brooklyn and Suffolk

BUS 110 PRINCIPLES OF ACCOUNTING

In this course basic Accounting theory is studied in order to enable the student to deal with financial information as the basis for making business decisions. Problems encountered in Accounting by the individual entrepreneur, the partnership, and the corporation are used to develop the student's understanding and basic skill in applying theory to business cases.

3 hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983, Brooklyn and Suffolk

BUS 120 MACROECONOMICS (ECO 120)

A description of economic life and problems; the market, pricing of goods and services, business cycle; corporate organization; the banking system; foreign trade; agriculture, labor organization; government expenditures and receipts.

3 hours a week, 1 semester, 3 credits. Fall 1982, Brooklyn; Fall 1982, Spring 1983, Suffolk

BUS 122 STATISTICS (ECO 122)

Collection and tabulation of statistical data. Sampling. Probability. Binomial distribution and the use of the normal curve.

3 hours a week, 1 semester, 3 credits. Spring 1983, Brooklyn; Fall 1982, Suffolk

BUS 125 PRINCIPLES OF FINANCE

A survey of the role of finance in business management. Major areas of study include an examination of financial markets, financial organization of business entities, analysis and uses of budgets, credit, equity, and debit financing, cash flow requirements, break-even analysis, the uses of corporate securities in capitalization and asset management.

Prerequisites: BUS 100 or HA 481, BUS 110

3 hours a week, 1 semester, 3 credits. Spring 1983, Brooklyn; Fall 1982, Spring 1983, Suffolk

BUS 130 ORGANIZATIONAL BEHAVIOR

An introduction to the study of management theory concerning human behavior in formal organizations. The student is given the opportunity to test theories through the analysis and discussion of a series of case studies.

Prerequisite: BUS 100 or HA 481

3 hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983, Brooklyn; Fall 1982, Suffolk

BUS 150 LEGAL ENVIRONMENT OF BUSINESS

A review of the interaction of the legal system with the economic, political, and social environment of business. Specific areas of law are studied in detail, including contracts, sales, agency, the Uniform Commercial Code, the law of business entities, and other relevant business law areas. The course uses the case method and an assigned text.

3 hours a week, 1 semester, 3 credits. Spring 1983, Brooklyn; Fall 1982, Spring 1983, Suffolk

BUS 200 MARKETING

An examination of the central role of the marketing function in business and the non-profit sectors is undertaken through analysis of cases and a required text.

Prerequisite: BUS 100 or HA 481

3 hours a week, 1 semester, 3 credits. Fall 1982, Brooklyn; Fall 1982, Spring 1983, Suffolk

BUS 202 MANAGEMENT OF RETAIL MARKETING

Analysis and study of marketing goods and services at retail, investigation of types of retail facilities, impact of chain and discount stores, retailing in shopping centers, speciality stores, non-store retailing, effect of communication arts on retailing.

Prerequisite: BUS 200

3 hours a week, 1 semester, 3 credits. Not offered 1982-83, Brooklyn; Fall 1982, Spring 1983, Suffolk

BUS 204 MARKETING PROMOTION AND ADVERTISING

An intensive review and study of the promotion and sale of products or services. Both conceptual and applied approaches to such areas as advertising and public relations are used. The student will be required to develop a report on a promotion plan for an existing or credited product or service.

Prerequisite: BUS 200

3 hours a week, 1 semester, 3 credits. Spring 1983, Brooklyn; Fall 1982, Spring 1983, Suffolk

BUS 211 FINANCIAL ACCOUNTING

A review and examination of the theory and objectives of financial and compliance accounting including uses of financial statements, financial transaction analysis, statement of changes in financial position, and application of funds, uses of financial ratios and statement analysis.

Prerequisite: BUS 110

3 hours a week, 1 semester, 3 credits. Spring 1983, Brooklyn; Fall 1982, Spring 1983, Suffolk

BUS 215 PRINCIPLES OF BUSINESS TAXATION

A study of the basic rules of taxation, and how they affect individuals and business organizations. The Internal Revenue Code, state and municipal tax laws, applicable regulations, and rulings along with court decisions are reviewed with particular attention as to how tax planning for business is affected.

Prerequisites: BUS 110, 121

3 hours a week, 1 semester, 3 credits. Not offered 1982-83, Brooklyn; Spring 1983, Suffolk

BUS 221 LABOR ECONOMICS

(ECO 221)

Analysis of the role of labor in the American economy and of factors which contributed to the changing pattern of industrial relations. Great emphasis on present-day collective bargaining. Discussions include references to current labor issues.

Prerequisite: BUS 120

3 hours a week, 1 semester, 3 credits. Spring 1983, Brooklyn; Fall 1982, Suffolk

BUS 223 MONEY AND BANKING

(ECO 223)

The role of money and credit in our economic system. Commercial banks and Federal Reserve System. International money relations.

Prerequisite: BUS 120

3 hours a week, 1 semester, 3 credits. Not offered 1982-83, Brooklyn; Spring 1983, Suffolk

BUS 225 FINANCIAL MANAGEMENT FOR NON-PROFIT ORGANIZATIONS

An examination and review of the sources and application of funds and resources of non-profit organizations including governmental units. An analysis of revenue sources, fund raising activities, management controls and cost accounting is undertaken through the study of applicable cases and an assigned text.

Prerequisite: BUS 211

3 hours a week, 1 semester, 3 credits. Not offered 1982-83, Brooklyn; Spring 1983, Suffolk

BUS 226 MICROECONOMICS (ECO 226)

Marginal analysis of demand and supply, of the individual firm, of perfect and imperfect competition.

Prerequisite: BUS 120

3 hours a week, 1 semester, 3 credits. Fall 1982, Brooklyn; Spring 1983, Suffolk

BUS 230 HUMAN RESOURCES MANAGEMENT

A review of the theory of the effective management of human resources. The students examine employer-employee relations in such areas as equal employment opportunity practices, training and evaluation methods, compensation and reward or motivational programs, legal and regulatory requirements and the role of collective bargaining. The course utilizes the case method supplemented with an assigned text.

Prerequisite: BUS 100 or HA 481

3 hours a week, 1 semester, 3 credits. Fall 1982, Brooklyn; Spring 1983, Suffolk

BUS 235 HUMAN RESOURCES MANAGEMENT FOR NON-PROFIT ORGANIZATIONS

A study of the issues confronting the management of human resources in non-profit organizations. The impact of the presence of collective bargaining will be examined as well as the problems and the opportunities involved in the management of professional workers.

Prerequisite: BUS 230

3 hours a week, 1 semester, 3 credits. Not offered 1982-83.

BUS 241 MANAGERIAL ACCOUNTING

A study of the analysis and uses of accounting information for the internal use of managers in the decision-making process. Analysis of production and process cost accounting control systems and accounting information includes situations encountered in business and corporation finance as well as in the non-profit sector such as governmental entities, hospitals, schools, foundations, etc. A text and case studies are used.

Prerequisite: BUS 110, 211

3 hours a week, 1 semester, 3 credits. Summer 1983, Brooklyn; Fall 1982, Suffolk

BUS 243 CONTROLLERSHIP AND INTERNAL AUDITING

A study of the financial control structure in both business and non-profit organization as it relates to reporting of financial information and financial policy. The techniques of reviewing and appraising the various functions of the organization and the effectiveness of internal controls and operating procedures are stressed.

Prerequisite: BUS 211

3 hours a week, 1 semester, 3 credits. Not offered 1982-83, Brooklyn; Spring 1983, Suffolk

BUS 245 MANAGERIAL ACCOUNTING FOR NON-PROFIT ORGANIZATIONS

An intensive review of the uses of accounting information in the decision making process of non-profit organizations. Internal control, the use of GAAP are some of the areas considered as integral parts of the accounting functions. Computer application tools and techniques as related to the functional areas of finance and responsibility accounting are introduced for use by the student.

Prerequisite: BUS 211

3 hours a week, 1 semester, 3 credits. Not offered 1982-83

BUS 251 GOVERNMENT REGULATION OF BUSINESS

A study of the basis and the operating principles of the constraints and requirements of business under federal, state and local laws, regulations, and administrative procedures. Particular attention is paid to the nature and extent of investigation and enforcement procedures, rules of damages, relief and remedies available including dissolution, divestiture, injunction and other pertinent remedies.

Prerequisite: BUS 150

3 hours a week, 1 semester, 3 credits. Summer 1983, Brooklyn; Not offered 1982-83, Suffolk

BUS 260 LEGAL ENVIRONMENT OF NON-PROFIT ORGANIZATIONS

A study of the principles of law affecting non-profit organizations, including federal and state government and their subdivisions such as local municipalities and administration agencies and authorities as well as human service and community organizations. Special attention is given to such subjects as the legal organization of the non-profit entity, the corporate charter, by-laws rules of governance, boards of trustees or directors, liability under law of the organization and its managers. A review of special tax status and requirements for tax exemption for such organizations is undertaken.

Prerequisite: BUS 150

3 hours a week, 1 semester, 3 credits. Not offered 1982-83.

BUS 275 INTERNATIONAL BUSINESS

A study of the opportunities and conditions including particular problems that are part of doing business in foreign countries. Particular attention is given to environmental factors, concepts and practices of world business institutions, multi-national corporations, international financing implications of foreign exchange, risks and advantages in dealing with foreign currencies, marketing strategies in dealing with particular cultures and economic and social issues that affect business decision-making in foreign countries.

Prerequisite: BUS 100 or HA 481

3 hours a week, 1 semester, 3 credits. Not offered 1982-83, Brooklyn; Fall 1982, Suffolk

BUS 295 SMALL BUSINESS ENTREPRENEURSHIP

A study of the problems and opportunities peculiar to the operation of a small business. Special emphasis is given to identification of characteristics of the entrepreneur and the development of abilities that are needed in operating such a business. The interaction of the functions of finance, choice of organizational entity, personnel, community support, and governmental action are reviewed.

Prerequisite: BUS 130, 230

3 hours a week, 1 semester, 3 credits. Fall 1982, Brooklyn and Suffolk

BUS 470 ADMINISTRATIVE POLICY FOR NON-PROFIT ORGANIZATIONS

Analysis through the case method of the tools and techniques of management in various settings. The course serves to integrate the managerial functions of planning, organizing, directing, and leading in the uses of the resources of various non-profit organizations.

Prerequisite: BUS 130, 230

3 hours a week, 1 semester, 3 credits. Not offered 1982-83.

BUS 472 BUSINESS POLICY SEMINAR

An examination and integration of all of the business aspects of an enterprise. The student is given the opportunity to review the principal functions of management such as production management, financing, personnel, marketing in specifically assigned case studies emphasizing the inter-relation of organization production, marketing, financing and staffing needs. Independent study is emphasized through a review of business cases and the use of an assigned text.

For senior Management students only

3 hours a week, 1 semester, 3 credits. Not offered 1982-83, Brooklyn; Spring 1983, Suffolk

Early Childhood and Elementary Education Module (Suffolk Campus Only)

St. Joseph's College has a long-standing tradition of preparing personnel for schools, child care centers, and social service agencies. This module is designed for adult practitioners who are experienced day care and school professionals in accredited schools and who wish provisional teacher certification.

The module, sponsored by the Child Study Department, is a competency-based and field-based teacher education program affording State certification for teachers of nursery school through sixth grade and for teachers of special education. The courses emphasize the psychological foundations of behavior relative to child development, teaching, and curriculum.

Required Courses for Module

(For Certification for Nursery, Kindergarten, and Elementary Grades)

CS 101	Child Psychology and Development I
CS 102	Child Psychology and Development II
CS 211	Foundations of Childhood Education
CS 301	Reading and Language Arts: Primary Grades
CS 302	Reading and Language Arts: Intermediate Grades
ECE 410	Seminar and Internship in Nursery, Kindergarten and Elementary Education OR CS 410 Student Teaching in the Elementary School (see advisor)
ENG 103	Writing for Effective Communication
SP 124	Literature and Storytelling for Children Course in Drug Education

Elective Courses for Module

In addition to the credits for the required courses above, students must complete 12 credits from the following courses:

CS 121	Psychology of the Exceptional Child
CS 303	Mathematics in the Elementary School
CS 304	Science in the Elementary School
CS 305	Social Studies in the Elementary School
CS 306	Creative Art Activities for Children
CS 308	Curriculum Development and Kindergarten Years
CS 321	Analysis and Measurement in Special Education
CS 322	Curriculum Practices for Special Education
CS 323	Children with Learning Disabilities
TE 100	Teaching English to Speakers of Other Languages
CH 230	Emotional Disturbance in Children and Youth

Students must take a minimum of 18 credits in Early Childhood and Elementary Education or Child Study at St. Joseph's College.

Courses at the 100 and 200 levels are prerequisites for the upper level courses.

***Special Education Module
(Suffolk Campus Only)***

Adults with non-traditional academic backgrounds who wish to be certified as teachers of special education (i.e., mentally and physically handicapped, emotionally handicapped, multiple handicapped and learning disabled) or practitioners interested in taking special education courses may work toward this specialization. Required courses for New York State certification for teaching special education classes are CS 101, 102, 121, 211, 301, 302, 306, 321, 322, Sp 124, ENG 103, course in drug education, and CS 420 (Practicum in Special Education) or ECE 420 (Seminar and Internship in Special Education).

CS 101 CHILD PSYCHOLOGY AND DEVELOPMENT I

An introduction to the study of the child; historical survey; principles of development; heredity; prenatal and neonatal development; patterns of mental, social, emotional, religious and moral growth; play; the parent/child relationship; problem behavior; the impact of deprivation. Emphasis on infancy and toddlerhood. Directed observation of children.

3 lecture hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983

CS 102 CHILD PSYCHOLOGY AND DEVELOPMENT II

The learning process; theories, research applicable to developmental sequences; patterns of mental, social, emotional, religious and moral growth; play; the parent/child relationship; problem behavior; the impact of deprivation. Emphasis on the preschool period and middle childhood. Directed observation of children.

3 lecture hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983

CS 121 PSYCHOLOGY OF THE EXCEPTIONAL CHILD

Basic psychological and social consideration of the major areas of exceptionality. Study of intellectual exceptionalities, sensory deprivations, motor deviances, behavioral and emotional deviances, learning disabilities. Field trips required.

3 lecture hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983

CS 211 FOUNDATIONS OF CHILDHOOD EDUCATION

A study of childhood education; curriculum programs; teaching methods; community, parent, and school relations; functions of the school from the philosophical, social and historical perspectives. Guided participation in the elementary school.

3 lecture hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983

CS 301 READING AND LANGUAGE ARTS: PRIMARY GRADES

Prerequisite for CS 302

A study of the reading process, methods and materials for group and individual instruction in the primary grades. Topics include: readiness; word recognition and comprehension development; listening, writing and speaking skills; lesson planning.

2 lecture hours and 2 hours field work each week, 1 semester, 3 credits.

Fall 1982, Spring 1983

CS 302 READING AND LANGUAGE ARTS: INTERMEDIATE GRADES

A study of the reading and language arts skills, methods and materials for group and individual instruction in the intermediate grades. Topics include use of formal and informal assessment to facilitate diagnostic teaching of reading.

2 lecture hours and 2 hours field work each week, 1 semester, 3 credits.

Fall 1982, Spring 1983

CS 303 MATHEMATICS IN THE ELEMENTARY SCHOOL

A course designed to present the concepts, methods, and materials of developmental mathematics currently taught in the elementary school and the social and psychological principles underlying the modern approach.

2 lecture hours and 2 hours field work each week, 1 semester, 3 credits.

Fall 1982, Spring 1983

CS 304 SCIENCE IN THE ELEMENTARY SCHOOL

Study of current science methods and materials used in elementary school. Emphasis on psychology of concept development and problem solving in science context.

2 lecture hours and 2 hours field work each week, 1 semester, 3 credits.

Fall 1982

CS 305 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

An examination of current trends, techniques, and developments in the social studies program for the elementary school.

2 lecture hours and 2 hours field work each week, 1 semester, 3 credits.

Fall 1983

CS 306 CREATIVE ART ACTIVITIES FOR CHILDREN

An introduction to artistic development and expression in childhood. Consideration of curriculum planning, methods and materials, guidance techniques, and special education classes.

2 hours a week, 2 hours field work each week, 1 semester, 3 credits. Fall 1982, Spring 1983

CS 308 CURRICULUM DEVELOPMENT FOR PRESCHOOL AND KINDERGARTEN YEARS

A survey of the basic principles and historical beginnings of curriculum development and program planning for preschool children. Special attention will be given to group situations for young children including nursery school, kindergarten, and day care.

2 hours a week, 1 semester, 2 credits.

(An additional credit possible for independent study.) Spring 1983

CS 321 ANALYSIS AND MEASUREMENT IN SPECIAL EDUCATION

Survey of current trends in analysis and measurement of personality and intelligence with emphasis on children with handicapping conditions; study of diagnostic prescriptions for these children is reviewed.

2 hours a week, 2 hours field work each week, 1 semester, 3 credits. Fall 1982, Spring 1983

CS 322 CURRICULUM PRACTICES FOR SPECIAL EDUCATION

The development of teaching competencies for those students who wish to teach classes of children with handicapping conditions. Emphasis given to methods, materials, and curricular modifications to meet the needs of these children.

2 hours a week, 2 hours field work each week, 1 semester, 3 credits. Fall 1982, Spring 1983

CS 323 CHILDREN WITH LEARNING DISABILITIES

Survey of specific learning disabilities found in children and consideration of related problems, assessment procedures, remediation and teaching techniques.

2 lecture hours a week, 1 hour independent study, 1 semester, 3 credits. Spring 1983

CS 410 STUDENT TEACHING IN THE ELEMENTARY SCHOOL (N-6)

Observation and practice teaching in the preschool and elementary grades through grade 6 arranged to meet the requirements of the N-6 certificate in New York State. Special hours each week for seminars, conferences, reports, and discussions.

(Grade of C or higher required)

Prerequisite: Approval of Faculty Recommendations Committee.

One semester in the schools: 4 mornings and 1 full day a week, 6 credits. Fall 1982, Spring 1983

CS 420 PRACTICUM FOR CLASSES IN SPECIAL EDUCATION

Observation and practice teaching in special education classes. Special hours each week for seminars, conferences, reports and discussions.

(Grade of C or higher required.)

Prerequisite: Approval of Faculty Recommendations Committee.

150 hours, 1 semester, 3 credits. Fall 1982, Spring 1983

ECE 410 SEMINAR AND INTERNSHIP IN NURSERY, KINDERGARTEN, AND ELEMENTARY EDUCATION

Supervised internship designed to assist practitioners with situations they encounter in their educational settings and to assist them in improving their teaching skills. Terminal course to be taken at the conclusion of program. Grade of C or higher required for NYS certification.

Prerequisite: Approval of Faculty Recommendations Committee.

Special hours each week for seminars, conferences, and discussion. 3 credits. Fall 1982, Spring 1983

ECE 420 SEMINAR AND INTERNSHIP IN SPECIAL EDUCATION

Supervised internship designed to assist practitioners with situations they encounter in their special educational settings and to assist them in improving their teaching skills. Terminal course to be taken at the conclusion of program. Grade of C or higher required for NYS certification.

Prerequisite: Approval of Faculty Recommendations Committee.

Special hours each week for seminars, conferences, and discussion. 3 credits. Fall 1982, Spring 1983

SP 124 LITERATURE AND STORYTELLING FOR CHILDREN

The communication arts of speaking and listening as they pertain to children's literature. Special emphasis on storytelling, choral speaking, and creative dramatics.

2 hours a week, 1 semester, 2 credits. Fall 1982, Spring 1983

TE 100 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The study of the theory, methods and materials used in the teaching of English to speakers of other languages. Topics include the cultural, psychological, and linguistic considerations in teaching/learning a second language and the place of ESL in bilingual education.

2 hours a week, 1 semester, 2 credits. (Not offered on a regular basis)

(An additional credit possible for independent study.)

Child Care Services Module

This module, offered through the Community Health and Child Study Departments, has been created to meet the needs of experienced child care workers in such diverse areas as family day care, child mental health, foster care, group homes, adolescent programs, child and family clinics, hospitals, and related child care agencies.

Required Courses for Module

1. One course from the following:

- PSY 125 Adolescent Psychology
- CS 101 Child Psychology and Development I
- CS 102 Child Psychology and Development II

2. The following course:

- CH 101 Child Care Services

3. The following course:

- ENG 103 Writing for Effective Communication

Elective Courses for Module

In addition to the credit from the required courses above, students must complete 24 credits from Child Study, Early Childhood and Elementary Education, and/or from the following courses:

- CH 150 Group Dynamics and Communication
- CH 230 Emotional Disturbance in Children and Youth
- CH 231 Child Abuse and Neglect
- CH 300 Field Experience for Child Care Workers
(I,II, and III, 3 credits each)
- CH 407 Human Sexuality in Health and Disease
- CH 411 Alcoholism
- CH 412 Narcotics Abuse and Drug Prevention
- CH 413 Nutrition in Community Health
- CH 418 Family Counseling
- CH/HA 421 Administration of Maternal, Child,
and Youth Programs
- CH/HA 422 School Health Programs
- CH/HA 426 Administration of Programs for the Handicapped
- CH/HA 428 Administration of Programs in Mental Health
- CH 429 Crisis Intervention and Mental Health
- CH 434 Family Health
- CH 440 Principles of Counseling
- CH 441 Counseling Techniques
- CH 443 Fundamentals of Behavior Modification

Note: For courses with CH prefix, see descriptions in Community Health course listings.

CS 101 CHILD PSYCHOLOGY AND DEVELOPMENT I

An introduction to the study of the child; historical survey; principles of development; heredity; prenatal and neonatal development; patterns of mental, social, emotional, religious and moral growth; play; the parent/child relationship; problem behavior; the impact of deprivation. Emphasis on infancy and toddlerhood. Directed observations of children.

3 lecture hours a week, 1 semester, 3 credits. 1982-83

CS 102 CHILD PSYCHOLOGY AND DEVELOPMENT II

The learning process; theories, research applicable to developmental sequences; patterns of mental, social, emotional, religious and moral growth; play; the parent/child relationship; problem behavior; the impact of deprivation. Emphasis on the preschool period and middle childhood. Directed observations of children.

3 lecture hours a week, 1 semester, 3 credits. 1982-83

Community Health/Health Administration Modules

The option of pursuing one of these modules is open to students who meet the admission requirements of the health majors described above. Students working toward a Community Health module must select 24 credit hours of coursework from courses designated with the CH or CH/HA identifier. Students pursuing a Health Administration module must select 24 credit hours of coursework from courses designated with the HA or CH/HA identifier. Students must also complete ENG 103 Writing for Effective Communication.

Note: For descriptions of courses for these modules, see descriptions under Community Health and Health Administration departmental course listings.

Therapeutic Recreation Module

(Suffolk Campus Only)

This module has been designed for adults interested in the field of therapeutic recreation services in areas such as nursing homes, developmental centers, psychiatric settings, community health centers, hospitals, special schools, and clinics.

Required Courses for Module

1. The following courses:

REC160	Program Planning and Leadership
REC277	Introduction to Therapeutic Recreation
REC483	Therapeutic Field Experience I
ENG103	Writing for Effective Communication

2. Three courses from the following:

REC252	Recreation Administration I
REC253	Recreation for Special Populations
REC276/CH451	Gerontology
REC278-283	Special Topics I-VI
REC485	Therapeutic Field Experience II

Elective Courses for the Module

In addition to the required courses, students must complete four courses either from the remaining Recreation courses listed above or from the following:

REC150	Foundations of Leisure Services
REC171	Community Recreation
REC261	Equipment and Facilities
CS121	Psychology of the Exceptional Child
CH150	Group Dynamics and Communication
CH230	Emotional Disturbance in Children and Youth
CH407	Human Sexuality in Health and Disease
CH409	Psychological Factors in Health and Disease
CH410	Sociology of Health
CH411	Alcoholism
CH418	Family Counseling
CH/HA426	Administration of Programs for the Handicapped
CH/HA428	Administration of Programs in Mental Health
CH440	Principles of Counseling
CH441	Counseling Techniques
CH443	Fundamentals of Behavior Modification
CH452	Death and Dying
CH453	The Psychology of Aging

REC 150 FOUNDATIONS OF LEISURE SERVICES

This course is designed to allow the student to become aware of basic concepts of leisure. It stresses an understanding of philosophies, history and social factors that have had a significant effect on leisure services today.

The course is designed to afford the student the opportunity to view the existing leisure services and understand the rationale behind their approach in implementing effective leisure resources.

3 hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983

REC 160 PROGRAM PLANNING AND LEADERSHIP

An investigation into the guidelines for program development in various settings as well as developing an understanding of group dynamics and leadership skills as they relate to the delivery of recreation service.

Prerequisite: REC 150 or permission of Instructor.

3 hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983

REC 171 COMMUNITY RECREATION

This course is designed to develop an understanding of public recreation services and agencies and their relationships to other agencies in the community providing recreation and leisure services. It will also analyze the various roles that schools, villages, towns, and counties, as well as the state and federal government, play in recreation services.

Prerequisite: REC 150 or permission of Instructor.

3 hours a week, 1 semester, 3 credits. Fall 1982

REC 252 RECREATION ADMINISTRATION I

An introduction to the organizational policies and practices currently found in various recreational agencies and organizations at federal, state, and local levels. Consideration given to managerial problems and possible solutions.

Prerequisite: REC 150, 160

3 hours a week, 1 semester, 3 credits. Fall 1982

REC 253 RECREATION FOR SPECIAL POPULATIONS

An overview of recreational services as they apply to specific social groups: emotionally ill, mentally retarded, handicapped, delinquent, aging. Course work will include the study of medical terminology.

Prerequisite: REC 150, 160 or permission of Instructor.

3 hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983

REC 261 EQUIPMENT AND FACILITIES

A study of the recreation facility through stages of development, from planning and design to management and operation. Included will be a philosophy of current recreational maintenance procedures, and their application to facilitate operations. Special emphasis will be given on structuring of bids, specifications, programs, funding methods, and procedures directly related to management of a recreation facility.

Prerequisite: REC 252 or permission of Instructor.

3 hours a week, 1 semester, 3 credits. Spring 1983

REC 276 GERONTOLOGY

The course will present an overview of the study of gerontology. Among the topics to be covered include cultural attitudes toward the aged, psychological and physiological changes, economic problems, sexual myths, and recreation and community resources available for this population.

3 hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983

REC 277 INTRODUCTION TO THERAPEUTIC RECREATION

An introduction to the philosophies, procedures, and practices of therapeutic recreation. Field visits required.

Prerequisite: REC 253, 150 or permission of Instructor.

3 hours a week, 1 semester, 3 credits. Spring 1983

REC 278-283 SPECIAL TOPICS (I-VI)

Specific topics will be chosen at regular intervals. Included will be current issues of interest, research, recreation skills and leisure counseling. Other areas will focus in on recreation services for the following groups: geriatrics, physically disabled, psychiatric and developmentally disabled.

Permission of Instructor required.

3 hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983

REC 352 RECREATION ADMINISTRATION II

An introduction to finance, budgeting, funding, and the law as they pertain to recreation.

Prerequisite: REC 252 or permission of Instructor.

3 hours a week, 1 semester, 3 credits. Spring 1983

REC 485 THERAPEUTIC FIELD EXPERIENCE II

Placement in one therapeutic recreational facility under qualified supervision. Placement must be arranged by Instructor.

Prerequisite: REC 483

8 hours a week, 1 seminar hour per week, 1 semester, 4 credits. Fall 1982, Spring 1983

Additional Course Offerings

ENG 101 WRITING WORKSHOP

Analysis and application of the principles of effective writing at a moderate pace. Individual conferences are devoted to remedial work dictated by students' needs. Research techniques are also implemented.

3 hours a week, 1 semester, 3 credits. 1982-83

ENG 103 WRITING FOR EFFECTIVE COMMUNICATION

Analysis and application of the principles of effective writing. Skill development in the performance of various writing tasks with attention to business communication. Research techniques also implemented.

3 hours a week, 1 semester, 3 credits. 1982-83

GS 110 LIFE EXPERIENCE AND CAREER DEVELOPMENT SEMINAR

A course designed to facilitate the assessment of life experience for the purpose of composing and constructing an experiential portfolio. The assessment process consists of individualized exercises designed to help the student identify acquired skills and competencies and culminates in relating these to course work as well as to career goals. Emphasis is placed on career planning, exploration and development. This course is required of all students seeking life experience credit.

3 hours a week, 1 semester, 3 credits. 1982-83

GS 901 HEALTH CARE SKILLS AND TECHNOLOGY

The Life Experience Committee recognizes that health professionals have special nursing care skills and/or other health-related skills. Areas of practice include hospitals, extended care facilities, clinics, laboratories, and other related health and mental health facilities. Students who can demonstrate competent practice of such skills grounded in a recognized base of knowledge may apply for life experience credit through the usual life experience procedure. Credits are awarded based upon the intensity of training and the degree of responsibility held over an appropriate period.

GS 902 SUPERVISION SKILLS

The Life Experience Committee recognizes that health administrators demonstrate their ability to apply theoretical procedures to life situations involving responsibility for the performance of others. These responsibilities include the assignment and monitoring of tasks performed by staff, the appraisal and evaluation of staff performance, and the responsibility for the resolution of performance problems as well as for staff development and morale. Students who can demonstrate competent practice of such skills grounded in a recognized base of knowledge may apply for life experience credit through the usual life experience procedure. Credits are awarded based upon the intensity of training and the degree of responsibility held during an appropriate period.

GS 903 CAREER SKILLS AND TECHNOLOGY

The Life Experience Committee recognizes that career oriented persons have developed skills deserving of academic recognition. Students who can demonstrate competent practice of such skills grounded in a recognized base of knowledge may apply for life experience credit through the usual life experience procedure. Credits are awarded based upon the intensity of training and the degree of responsibility held during an appropriate period.

3 hours a week, 1 semester, 3 credits. 1982-83

MATH 109 FUNDAMENTAL CONCEPTS OF MATHEMATICS

In this course the following concepts will be considered: graphs, measures of central tendency, the logarithm and exponential functions, permutations, combinations, the binomial theorem, elementary probability theory, variance and standard deviation.

3 hours a week, 1 semester, 3 credits. Fall 1982, Brooklyn; Spring 1983, Suffolk.

MATH 149 DATA PROCESSING

For students interested in the application of computers to administrative, business and managerial information and data processing. Basic material includes processing capabilities and the information storage facilities of computers, record and file design, payroll, billing and inventory systems. The course provides background in fundamental concepts and terminology for those students who wish to take more detailed courses in programming.

3 hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983, Brooklyn and Suffolk

MATH 151 FUNDAMENTALS OF BIOSTATISTICS

An introduction to statistics, including probability, sampling distributions, variability, correlations, predictions, and hypothesis testing. The course concentrates on application of statistical theory to the understanding of selected health care research projects.

3 hours a week, 1 semester, 3 credits. Fall 1982, Spring 1983, Brooklyn and Suffolk

PHIL 168 MANAGEMENT ETHICS

Consideration of ethical criteria relevant to professional and management theory and practice in the light of personal moral values, government regulations, specialized professional codes and current community standards. A survey of historical, social, and philosophic writings and thought is undertaken and particular applications are attempted on current issues and problems, such as jobs for minorities, pollution, consumerism, conflicts of interests, as raising central questions about the nature of personal problems that affect professionals and managers in their work behavior.

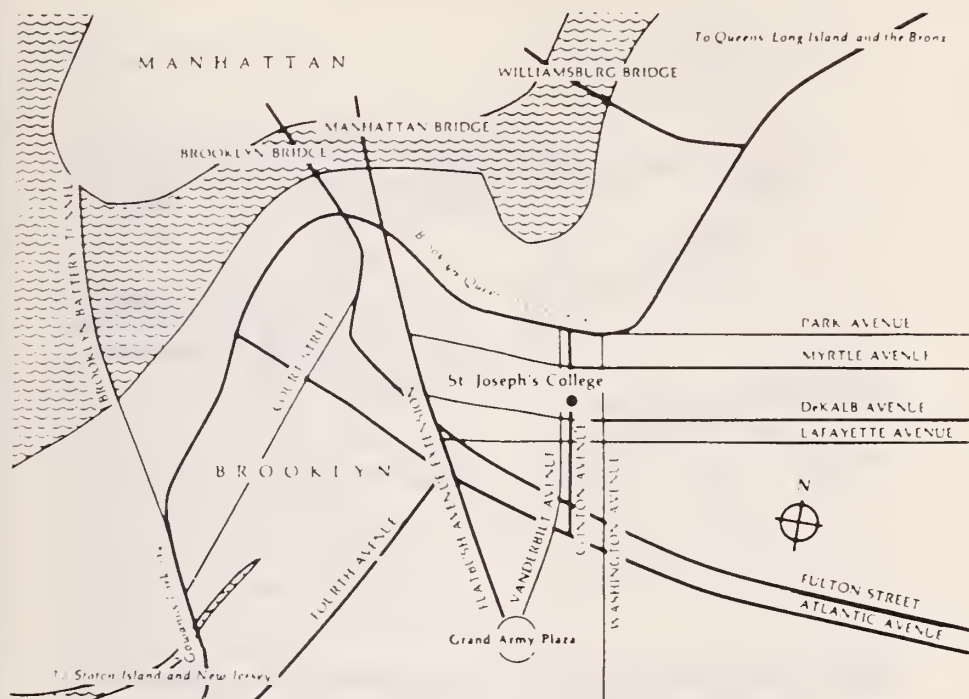
3 hours a week, 1 semester, 3 credits. Fall 1982

PSY 125 ADOLESCENT PSYCHOLOGY

A comprehensive survey of adolescent behavior in its intellectual, emotional, and social aspects. Techniques for enhancing the adolescent's potential for growth and productivity are given special consideration.

3 hours a week, 1 semester, 3 credits. Spring 1983, Brooklyn; Fall 1982, Suffolk

Area Map of Clinton Hill and Downtown Brooklyn



- LOCATION:** St. Joseph's College is located in the Clinton Hill section of Brooklyn.
- BUS:** DeKalb Avenue Bus (No.38) to Clinton Avenue
 Vanderbilt Avenue Bus (No.69) to DeKalb Avenue
 Crosstown Bus (No.61) to Vanderbilt Avenue
 Myrtle Avenue Bus (No.54) to Clinton Avenue
- TRAIN:** Brooklyn-Queens Local "GG" to Clinton-Washington Station
- CAR:** Atlantic Avenue
 Clinton Avenue
 Myrtle Avenue
 Park Avenue
 Vanderbilt Avenue
 Washington Avenue
 Brooklyn-Queens Expressway: Kent (from Queens) or Flushing Avenue (from downtown Brooklyn) Exits.

Area Map of Patchogue Vicinity



TRAIN: Long Island Rail Road to Patchogue Station. Waverly Avenue Bus to Waverly Avenue and Roe Boulevard corner. Walk east to 155 Roe Boulevard, front entrance.

CAR: Travel **East** on the Long Island Expressway to Exit 61 onto Patchogue-Holbrook Road, South to Sunrise Highway (Rte. 27). Turn Left on Rte. 27, 1000 feet to College entrance on right.

or

Travel **South** on Southern State Parkway to Exit 44, Sunrise Highway East (Rte. 27). Continue on Sunrise Highway to 1000 feet beyond Waverly Avenue.

or

Travel **South** on Veteran's Highway or Nicholls Road to Sunrise Highway. Travel **East** on Sunrise (Rte. 27) to 1000 feet beyond Waverly Avenue.

or

Travel **West** on Sunrise Highway (Rte. 27) past Ocean Avenue and continue to 1000 feet **before** Waverly Avenue (next light). Turn left onto College properly.

PLANE: To nearby MacArthur Airport.

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 University of New York at Stony Brook

Ellen Zwalsky, Instructor in Recreation
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INSTRUCTIONAL PROGRAMS

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. The following programs have been registered by the New York State Education Department of St. Joseph's College, New York.

The following are administered through the Division of General Studies:

<i>Program Title</i>	<i>Hegis Code</i>	<i>Degree Awarded</i>	<i>Certificate/License Title Type</i>	
Health Administration	1210	B.S.		
Community Health	1299	B.S.		
General Studies	4901	B.S.		

The following are proper to the College of Arts and Sciences:

<i>Program Title</i>	<i>Hegis Code</i>	<i>Degree Awarded</i>	<i>Certificate/License Title Type</i>	
Biology	0401	BA		
Biology	0401	BS		
*Biology "7-12"	0401.01	BA/BS	Biology 7-12	Prov
Business Administration	0506	BS		
Elementary "N-6"	0802	BA	N-6	Prov
Teachers of Special Education	0808	BA	Special Educ	Prov
*French	1102	BA		
*French "7-12"	1102.01	BA	French 7-12	Prov
*Spanish	1105	BA		
*Spanish "7-12"	1105.01	BA	Spanish 7-12	Prov
Child Study	1305	BA		
English	1501	BA		
English "7-12"	1501.01	BA	English 7-12	Prov
*Speech	1506	BA		
*Speech "7-12"	1506.01	BA	Speech	Prov
*Mathematics	1701	BA		
*Mathematics	1701	BS		
*Mathematics "7-12"	1701.01	BA/BS	Math 7-12	Prov
*Chemistry	1905	BS		
*Chemistry	1905	BA		
*Chemistry "7-12"	1905.01	BA/BS	Chem. 7-12	Prov
Psychology	2001	BA		
**Recreation	2103	BS		
Social Sciences	2201	BA		
Social Studies "7-12"	2201.01	BA	Soc. Stu. 7-12	Prov
History	2205	BA		
Human Relations	2201	BA		

*Brooklyn Campus Only

**Suffolk Campus Only

FACULTY DATA

To meet the specialized professional needs of many of the students, the College has created a special category of faculty called preceptors. Most of the preceptors maintain their regular professional affiliations but in addition have quasi-full-time status at the College. Typically they teach between five and eight courses per twelve-month period. There are 20 preceptors in the Community Health department, 15 preceptors in the Health Administration department, 1 preceptor in the Business department and 4 preceptors in the General Studies program.

In addition to full-time faculty and preceptors, the following number of lecturers (part-time, adjunct faculty) teach in the Division of General Studies:

<i>Department</i>	
Community Health	14
Health Administration	11
Management	1
Therapeutic Recreation	1
Child Study	3
English	7
Mathematics	1
Philosophy	1
Psychology	1

STUDENT RETENTION AND GRADUATION

Most of the students in the Division of General Studies are part-time students. Of the 280 students who enrolled in the Fall of 1976, 147 (52%) graduated by June 1982 or earlier. Of the Fall 1976 entering group, 3% are still enrolled in the program, with the remainder withdrawn.

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